DOCUMENT RESUME

ED 100 695 88 SE 018 593

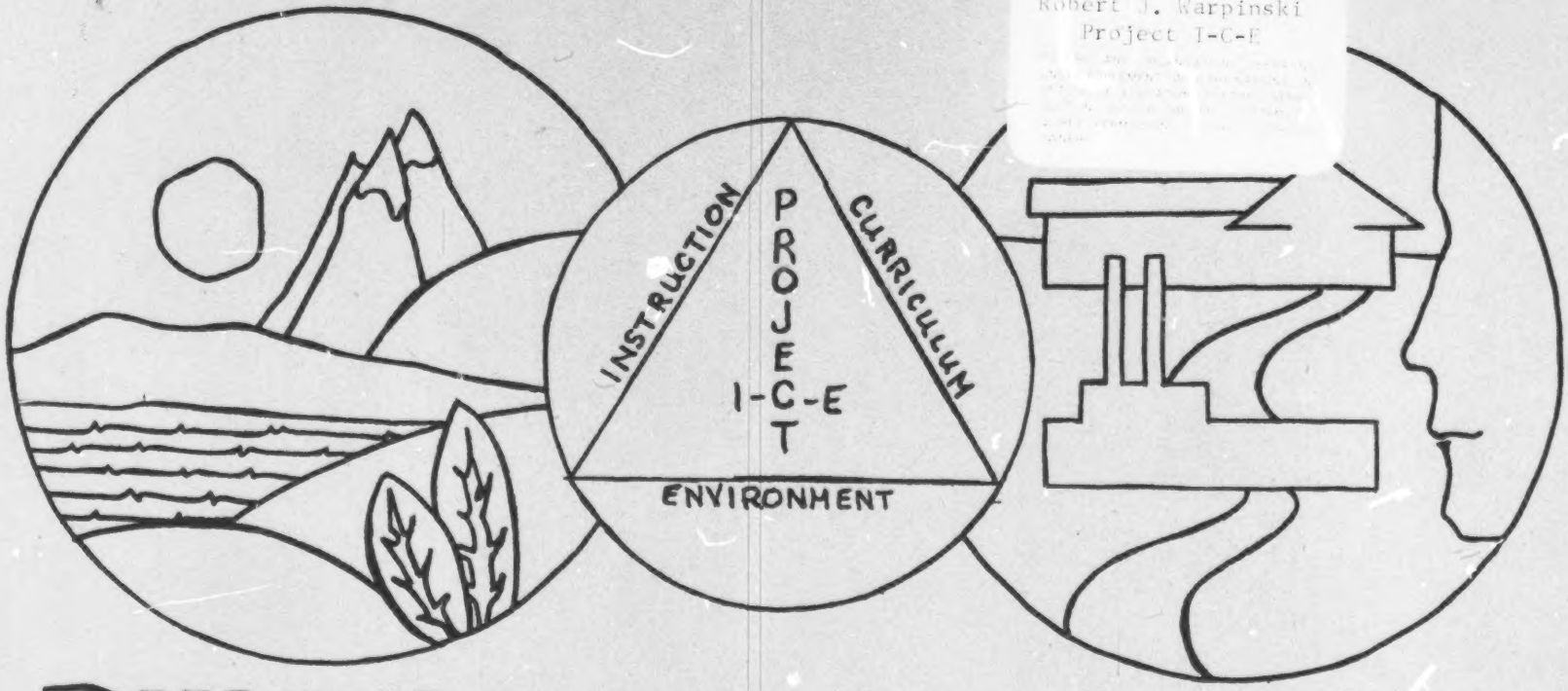
TITLE	Physical Education K-6, Environmental Education Guide.
INSTITUTION	Project I-C-E, Green Bay, Wis.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	[74]
NOTE	74p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Conservation Education; *Elementary Education; *Environmental Education; *Instructional Materials; Interdisciplinary Approach; Learning Activities; Natural Resources; Outdoor Education; *Physical Education; Science Education; *Teaching Guides
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; Instruction Curriculum Environment; *Project I C E

ABSTRACT

This physical education guide, for use in grades K-6, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that focus on the growth of both mind and body, and the work these two must do to protect the environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as tumbling, dance, and cycling. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

ENVIRONMENTAL EDUCATION GUIDE

Robert J. Warpinski
Project I-C-E



PHYSICAL EDUCATION K-6

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These materials were produced pursuant
to a grant under Title III, E.S.E.A.
The Wisconsin Department of Public Instruction
Project No. 59-70-0135-4

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FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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PREFACE

Educational research indicates a direct relationship between physical fitness and environmental education. Physical education contributes to the total growth and development of the child.

A good integrated program is activities by the beliefs:

1. That a liberal education in coordinating school, home and community to progressively bring the child from where he is to where he ought to be a member of a democratic society.
2. That there must be a new emphasis placed on the integration of physical fitness and environmental education based upon a feeling of responsibility to our posterity.

The children's needs and society's needs now demand growth in body and mind to protect the environment for tomorrow.

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ACKNOWLEDGEMENT

The interest and dedicated effort of the following teachers from Wisconsin Area "B" has led to the development of the Project I-C-E Environmental Education K-12 series:

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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Physical Education, Science

ORIENTATION Sun Energy

TOPIC/UNIT Rhythmic Activities-Energy (K-1)

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BEHAVIORAL OBJECTIVES

Cognitive:
Performance of activities that a relationship will be shown as to how we depend on the sun through the plants we eat.

Affective:
Enthusiasm will be shown in physical activities and discussion.

Skills Used:
1. Non-locomotor movements (sun).
2. Kinesthetic sense of the maximum range of body movements (Ex. smallest to the largest, lowest to the

(Continued)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher creates atmosphere through questioning the students about early morning atmosphere of the sun.
   1. What do we see in the morning?
   2. What does it do?
   3. Does it help us?
   4. How does it help us?

B. With background music, children will show with their bodies how the sun rises.

C. Mulberry Bush record. Change the words.
   1. This is the way we rake the land...
   2. Plant the seed...
   3. Water the seed...
   4. Now let sun come down...
   5. This is the way we hoe the weeds...
   6. Now water the plant to make it grow...
   7. Now smell the flowers sweet perfume...
   8. Now take a bite of the juicy fruit...
   9. Mmm, just taste how good it is...

So early in the morning. (Continued)

Outside or Community:

I. Science
   A. Bring seeds to plant.
      1. Observe growth.
   B. Bring various samples of food for children to taste.
      1. Discuss the source of energy to produce these foods.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Mel Nicks, Curriculum for Elementary Physical Education, Diocesan Department of Education, Green Bay, WI, 1965

Elementary Phy. Ed. Course of Study, Green Bay Public Schools, Green Bay, WI

Audio-Visual:

Mulberry Bush record

Background music for morning sounds - Peer Gynt Suite, Grieg
Grand Canyon Suite, Hrofe

Poster showing stages of plant growth

Community:

Nursery

Greenhouse

SKILLS (Continued)

highest, narrowest to the widest).
3. Transform imagination into movements.
4. Rhythmical skill to Mulberry Bush record.
5. Perception to movement.

CLASSROOM (Continued)

D. Students pretend they are the different stages of their fruit or vegetable. Pick out unique examples to perform in front of class.

E. Discuss how eating the fruit gives us energy from the sun.
   1. How does eating fruit give us energy?
   2. Does this energy come from the sun?
   3. How do you know if it does or doesn't?

F. Alternate activity if Mulberry Bush record is not available.

Flowers

Each child pretends to be a seed, kneeling with head covered with hands.

One pupil is chosen to water seeds.

One pupil is the sun.

As seeds begin to grow, left arm is extended, then right arm, head comes up, finally he is straight.

Pupil moves from side to side, gently in a blowing wind.

One child pretends to be a bee.

One a butterfly - gathering nectar from the flowers.

Discuss where seeds got the energy to grow into flowers.
1. Where do all plants get energy?
2. What would happen if we didn't have any plants?
3. Where do we get our energy?

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E: ironmental:

Integrated with:

CONCEPT NO. 11 - Individual Acts

SUBJECT Physical Education

ORIENTATION Safety and Conservation

TOPIC/UNIT Dramatic Play (K-1)

BEHAVIORAL OBJECTIVES

Cognitive:
Imagination of hiking experience which stresses safety and conservation will aid student in a better way of adjustment to our environment.

Affective:
Investigation of further safety precautions which are necessary for outdoor living and conservation of natural resources.

Skills Used:
1. Outdoor living.
2. Locomotor skills.
3. Creative dramatics.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Stressing safety and conservation, the teacher can lead the children to imagine themselves going on a hike to enjoy nature. Then she can direct them in this problem.
   1. Let's pretend that we are going on a hike. What are some things we need to take with us?
   2. Now that we have gathered all our materials, let's roll our packs into a nice neat bundle in this manner:
      a. Put down your tarp.
      b. Arrange your blankets.
      c. Put the rest of your things in.
      d. Roll the pack and tie it up.
   3. Off we go...(Imitate walking through the woods, each child in his own way, over a rock, jump a creek, etc.)

(Continued)

Outside or Community:

A. Have a boy scout or scout master speak on safety in the woods.
   1. Safety for the camper or hiker.
   2. Safety for the natural environment--how to preserve it and respect for private property.

B. Have a forest ranger speak about fire safety.

C. Have the children bring articles they would take with them on a hike, and demonstrate how to pack them and use them properly.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Dauer, Victor, Fitness for Elementary School Children Through Physical Education, Burgess Pub. Co., 1962, p. 105 Webelos Scout Book, Boy Scouts of America **Audio-Visual:** **Community:**	CLASSROOM (Continued) 4. Time to rest--be careful where you sit. 5. Let's go again (watch your step). 6. Make blazes so we can find our way back. 7. Pick a good spot for the tent and put the tent up. 8. Let's go find some firewood for a campfire. 9. Clear out a spot for the fire, carry stones to put around it, light the fire, cook your supper on it. 10. Eat your supper, be careful how you dispose of wastes, so wild animals don't come too close. 11. Watch where you walk, be careful not to step on small plants.

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Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Physical Education

ORIENTATION Man vs. Environment

TOPIC/UNIT Low Organization Game (K-1)

BEHAVIORAL OBJECTIVES

Cognitive:

Activities and discussion will show how man changes his environment.

Listing by children shows five ways they can change their environment.

Affective:

Improving environment can be done by the making and using of litter bags.

Skills Used:

1. Running.
2. Throwing.
3. Rhythmic.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Pick the Pumpkin Patch (on back).
B. Mulberry Bush record.
C. To the words of Mulberry Bush, the classroom teacher may put words into the song to fit the classroom environment instead of home environment.
D. Discussion: Student-centered, teacher-directed.
   1. Did you change the pumpkin patch?
   2. How did you change the things you did in the record? Clothes, washed, ironed, baked bread, mend clothes, sweep floors, etc.
   3. How does your mother and father change the land around your home?
   4. What ways does man change our city?

(Continued)

Outside or Community:

A. Possible correlation with classroom teacher's social studies unit. Example: student's relationship to room, home, neighborhood and city environment.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Appleton Elementary Phy. Ed. Department
Primary Grades Handbook

Audio-Visual:

Mulberry Bush, record, Victor, 20806

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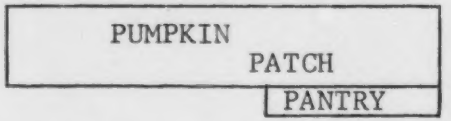
Community:

CLASSROOM (Continued)

PICK THE PUMPKIN PATCH

Equipment: Four 7" playballs or rhythm balls.
Designate the playing space. Four children are selected to be the Pumpkin Pickers. They put on a red pinnie, take a ball and go stand in the center of the playing area. The other children are pumpkins and scatter about the space. On the signal "Pick the Pumpkin Patch", the pickers chase after the pumpkins, throwing their balls at them in an attempt to eliminate them from the game by hitting them below the head. The pumpkins may dodge anywhere within the designated boundaries. If they are hit, they go sit down in the pantry (where they will be made into pie). They are eliminated from the game. After a designated time, 3-4 minutes, the Pickers count the number of pumpkins they have picked (hit). They choose a pumpkin still in the patch to take their place. Those pumpkins who were eliminated may now re-enter the game. See which group of pickers can pick the most pumpkins.



Suggestions:

1. Make the pumpkin patch very large, so the children get a good run. This is a good game for a cooler day out of doors as most of the children are active for the greater share of the playing period.
2. When choosing children to be the first pickers, try to select those who are not chosen often by the other children. You might want the girls to choose girls to take their place and boys to choose boys. In this way, the throwers will be divided between boys and girls.

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Environmental:

CONCEPT NO. 11 - Individual Acts

ORIENTATION Cleanup

Integrated with:

SUBJECT Music

TOPIC/UNIT Rhythmical Activities (1-2)

BEHAVIORAL OBJECTIVES

Cognitive:

Listing of five ways to beautify the land around them will show awareness of community living.

Affective:

Proudness of doing their share in keeping land clean and litter free.

Skills Used:

1. Rhythmic movements corresponding to the listed activities.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. To tune of the Mulberry Bush chorus:
Here we go round a beautiful tree,
a beautiful tree,
a beautiful tree.
Here we go round a beautiful tree,
so early in the morning.

This is the way we...
a) pick up twigs (3x)
b) rake the lawn (3x)
c) cut the grass (3x)
d) water the plants (3x)
e) trim the hedge (3x)
...so early in the morning.

B. Discussion
1. Cleaning up can be fun as well as profitable.

Outside or Community:

A. Have a schoolyard cleanup party with the group. (One class scheduled per week.)
B. Clean up an entire block.
C. Clean up a nearby park.
D. Pick up litter on way home from school.
1. Discuss what was picked up.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 - Stewardship

SUBJECT Physical Education

ORIENTATION Respect for private ownership

TOPIC/UNIT Musical Games

BEHAVIORAL OBJECTIVES

Cognitive:
The majority of children will be able to contribute two or more situations that require respect for private ownership.

Affective:
Children will show an appreciation of values for other people's property.

Skills Used:

1. Hopping.
2. Skipping.
3. Shuffling.
4. Jumping.
5. Dodging
6. Agility.
7. Perception skills.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Variation of musical chairs.
   1. Start with same number of chairs as students. Teacher may label 2 or 3 chairs with signs such as:
      "No Fishing"
      "Private Property"
      "No Trespassing"
      "No Dumping"
      "Do Not Tease Dog"
      Teacher may switch signs or students may wish to suggest signs.
   2. Students will walk, skip, jump or a variation of steps around the chairs. When music stops, students who sit on labeled chairs are deducted points or sit out of game.
   3. Discussion should follow from motivation of the above activity. Stress respect for private property.

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: Records: Carnival of the Animals, Camille Saint-Saens Semper Fidelis, J. P. Sousa Yankee Doodle	
Community:	

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Environmental:

Integrated with:

CONCEPT NO 2 - Ecosystem

SUBJECT Physical Education, Science

ORIENTATION Animal Movements

TOPIC/UNIT Self-testing Activities of Animal Life (1-2)

BEHAVIORAL OBJECTIVES

Cognitive:

Imitating movements of four animals--inchworm, crab, cricket and frog--to prove dependency on environment.

Affective:

Investigate how differently animals move and why. Then can experiment with new locomotor movements.

Skills Used:

1. Locomotor skills in bending and squatting positions.
2. Large muscle movement.
3. Small muscle movement.
4. Body balance.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Physical Education
   A. Question the children about the ways animals move.
   B. Direct them to try and move like:
      1. An inchworm:
         -bend over until your hands touch the floor in front of you.
         -rest on your hands and feet.
         -slowly bring your feet up as close as you can to your hands.
         -inch your hands forward.
      2. A crab:
         -squat down and reach back, putting both hands on the floor without sitting down.
         -keeping your body stiff and in a straight line, walk forward, backward and sideways.

(Continued)

Outside or Community:

I. Science
   A. Bring a crab, frog or cricket to school. Observe it in action.
   B. Choose one of the above animals and read as much as you can about it. Report on its movements.
   C. Take a nature walk to a creek to observe frogs and crabs in action.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Mel Nicks, Curriculum for Elementary Physical Education, Diocesan Dept. of Education, Green Bay, WI, 1965 **Audio-Visual:** **Community:**	CLASSROOM (Continued) 3. A cricket: - squat and spread your knees. - put your arms between your knees. - grasp the outside of your ankles with your hands. 4. A frog: - squat down with your hands placed on the floor slightly in front of your feet. - jump forward a few feet lighting on your hands and feet at the same time. 5. A grasshopper: - sit down on floor, legs extended. - pick up body with hands and move forward using feet as a lever.

Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Physical Education, Science

ORIENTATION Food Chain

TOPIC/UNIT Singing Games, Field Trip (1-2)

BEHAVIORAL OBJECTIVES

Cognitive:
Identifying several food chains and comparison of food requirements of animals to get food and defending themselves.

Affective:
Continuing of investigation of the life cycle of several kinds of animals and their environment.

Skills Used:
1. Locomotor movements in rhythm.
2. Identification of food chain relationships.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Physical Education
   A. Using the old familiar song, Farmer in the Dell, the students may enjoy changing the words to show various food chain relationships. Be sure to explain each term used. Example:
      1. The clever little fox,
         The clever little fox,
         Heigh-o the dairy-o!
         The clever little fox.
      2. The fox takes the mouse...
      3. The mouse takes the seed...
      4. The seed takes the soil...
      5. The soil takes the stump...
      6. The stump takes the toadstool...
      7. The toadstool takes the slug...

(Continued)

Outside or Community:

I. Science
   A. Correlate with the classroom teacher:
      1. Take a field trip to a local nature center, marsh, pond, creek or zoo.
      2. Study backyard creatures in school or nearby park. (Use magnifying glass, if possible.)
      3. Assemble various food chains in correlated science unit.
   B. Librarian brings in displays, pupils act out or depict how animals live in their own habitat.
      1. Is their habitat being destroyed?
      2. How can this be prevented?

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Ranger Rick magazine published monthly

Audio–Visual:

Kits:
Introducing Animals Series, ICE RMC, KT 19
The Environment of Man; An Introduction to Ecology, ICE RMC, KT 2
Communities, The Organization of Living Things, Herbert Budek, P.O. Box 307, Santa Barbara, California 93102

Community:

CLASSROOM (Continued)

8. The slug takes the bug...
9. The bug takes the bird...
10. The bird takes the worm...
11. The worm takes the soil...
12. The soil takes the plant...
13. The plant takes the sun...
14. The sun stands alone.

B. Physical activity might be forming circles, holding hands and changing direction of movement with each line.

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Environmental:

Integrated with:

CONCEPT NO. 8 - Values and Attitudes

SUBJECT Physical Education

ORIENTATION Cultural Influence

TOPIC/UNIT Musical Games (1-2)

BEHAVIORAL OBJECTIVES

Cognitive:

Performance of activities will show identification of musical games integrated with environment.

Affective:

Positive cultural activities that have been enjoyed previous to pollution.

Skills Used:

1. Timing movements to music.
2. Rhythm.
3. Skipping.
4. Shoemaker Dance actions.
5. Forming a circle.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Discussion of how people live all over the world (cultural influence).
   1. Do all of us live and eat the same things and the same way?
   2. Do the people in Alaska live differently than people in Florida?
   3. What does culture mean?
   4. Do we have a culture in this community?
   5. Is our culture a combination of many cultures?
   6. Does our culture influence the way we dance?

   Bring out the fact that different people dance in a different way--we benefit from them by sharing them today.

B. Teacher should choose a dance common to the region they are in. Following are cultural games and dances to choose from:

(Continued)

Outside or Community:

A. Square dance demonstrations or any dance common to the cultural influence of areas.

B. Correlate with classroom teacher's social studies unit.

C. TV Channel 38--Our Proud Heritage. (NEWIST, University of Wisconsin-Green Bay)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Growth Through Play, Albert M. Farina, Sol H. Furth, Joseph M. Smith, Harris, Retiman, Waller.
Dance a While, Burgess Pub. Co., 1965
Curriculum Manual for Elementary Phy. Ed., Mel Nicks, 1965

Audio–Visual:

Records:
Bleking (LaRaspa substitute), Folkcraft, 1188 or Victor 41-6169
Farmer in the Dell, Folkcraft 1182 or Victor E 87
Muffin Man, Folkcraft 1188
Shoemaker's Dance, Victor 45-6171 or 20450, Folkcraft 1187
The World of Folk Dances, LPM 1623, RCA Victor
Folk Dances for Fun, LPM, 1624
First Folk Dances, LPM, 1625

Community:

CLASSROOM (Continued)

1. Shoemaker's Dance, Denmark
2. The Muffin Man, English
3. Mexican Hat Dance, Mexico, also called LaRaspa
4. Farmer in the Dell, rural

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Environmental:

Integrated with:

CONCEPT NO. 8 - Values and Attitudes

SUBJECT Physical Education

ORIENTATION Safety While Camping

TOPIC/UNIT Hiking (2-3)

BEHAVIORAL OBJECTIVES

Cognitive:

Answering questions of understanding safety, children show safety in woods, camping and conservation.

Affective:

Imagination will show children's enthusiasm through their actions.

Skills Used:

1. Identify camping equipment.
2. Safety in woods.
3. Hiking.
4. Creative movements.
5. Imaginative role playing.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Hiking.
   1. Today we are going on a hike. What do we need to take?
      a. Kids suggest various articles which should be brought.
   2. Roll packs in neat bundle. Put tarp down first, arrange blankets, put rest of things in. Roll pack and tie it up.
   3. Off we go. March 2 by 2 around room, playground or gym carrying packs.
   4. Rest, remove packs.
   5. Resume marching.
   6. Make blazes to find way back, ex. arrange stones for markers.
   7. Pick spot to set up tent. Cut stakes and poles. Drive stakes and put up tents. Arrange beds.
   8. Find wood for campfire.

(Continued)

Outside or Community:

A. Have scout leader come in and speak to class about camping and equipment. Perhaps a hike.
B. Correlation with classroom teacher and ecology units.
C. Parents or relatives willing to participate and demonstrate.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Dynamic Physical Education for Elementary School Children, Fourth edition, Victor P. Dauer, Boy Scout handbook **Audio–Visual:** **Community:** Visit a store which handles camping equipment.	CLASSROOM (Continued) 9. Build fire, broil steaks. 10. Sing songs around campfire; talk about things seen on trip. 11. Time for bed. a. Brush teeth. b. Wash up. c. Crawl in tent, cover up and get to sleep. While around campfire, stress conservation practices. B. Integration with other subjects. 1. Tie in with health and safety, such as safety in swimming, with poison ivy, animals, snakes, etc. 2. Math - measure time, distance of hike. Height of trees, etc. 3. Art - possible pictures of things seen on hike. 4. Reading - read up on camping, hiking, etc. 5. Writing - story about things seen on hike. 6. Spelling - be able to write words naming equipment, trees, flowers, etc. C. Shadow Tag. 1. Discuss how sun changes values.

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Environmental:

CONCEPT NO. 5 - Air

ORIENTATION Clean Air

Integrated with:

SUBJECT Physical Education

TOPIC/UNIT Free Play, Playground (1-3)

BEHAVIORAL OBJECTIVES

Cognitive:
Discussing and participating in activities using verbal expression to relate how using old things contributes to clean air.

Affective:
Enthusiasm shown in making recreational equipment at home from recycled materials.

Skills Used:
1. Climbing, running, swinging.
2. Hand/eye coordination.
3. Dribbling.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Free play on playground equipment.
   1. Student-centered discussion on enjoying the out-of-doors.
   2. Discuss under what conditions they would not enjoy the playground. Blizzard, hail, thunderstorm, air pollution, messy park, etc.

B. Supplies: Used bike tires, large playground balls or basketballs that bounce fairly accurately. One to two children per tire and ball.
   1. Bouncing ball only on inside of tire.
      a. Alternate hands.
      b. Walking around outside bouncing ball and switching hands.
   2. Bouncing ball from standing inside the tire.
      a. Alternate hands.

(Continued)

Outside or Community:

A. Tire store or anyplace selling bike supplies.
B. Large city incinerators for used tires.
C. Contact students' parents for information.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Let's Go to Stop Air Pollution, Michael Chester
Clean Streets, Clean Water, Clean Air, Cynthia Chapin
Local Boy Scout handbook

Audio-Visual:

Film:
Air Pollution, BAVI, #0678
Filmstrip:
Ocean of Air We Live In, Popular Science Pub. Co.

Community:

CLASSROOM (Continued)

b. Walking around the tire.
c. Sitting in the tire and dribbling around the outside.
d. Kneeling and dribbling, right hand, left hand.
e. Standing on outside, toss lightly so ball lands in tire.
f. By pushing downward very hard, see how high the ball will bounce.

C. Discussion--teacher-directed, student-centered.
Q. What are the round black rubber things?
A. Bicycle tires.
Q. What are they usually used for?
A. Bicycle riding.
Q. What happens when they get a hole in them?
A. They are thrown away and burned.
Q. Where are they burned or thrown?
A. In the dump.
Q. What happens to the air? Does it smell?
Q. Can other things around the home be used in inexpensive recreation?
A. Cardboard box for a sled.
Old car tire - rolling.
- making into a swing.
- obstacle course.
Barrels with both ends out, used as a tunnel.
Sandbox equipment:
Old pots and pans.
Milk cartons.
Old clothes.

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Environmental

Integrated with:

CONCEPT NO. 3 - Carrying Capacity

SUBJECT Physical Education

ORIENTATION Limits are set on the number of organisms in a place

TOPIC/UNIT Competitive Games (2)

BEHAVIORAL OBJECTIVES

Cognitive:

Given conditions to limit performance will force adaptation to activities to specific conditions.

Affective:

Continuation of exploring space to limitations.

Skills Used:

1. Quick body movement to develop eye/hand/feet coordination.
2. Methods of adapting to environmental circumstances.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher explain that we are going to play a ballgame today. The name of the game is Dodge Ball. While some of us try to tag others with the ball, the others must try to keep away from the ball.

B. You will need two groups, taggers and dodgers. The "taggers" form a circle inside which the "dodgers" stand loosely around. The "taggers" continuously keep throwing the ball at the "dodgers", keeping it below waist level to avoid accidents. The "dodgers" keep trying to avoid the ball and must join the circle of "taggers" if the ball so much as touches them.

C. Vary the grouping after each game:
   1. Boys be dodgers.
   2. Girls be dodgers.
   3. Those wearing red.
   4. Those wearing blue.

(Continued)

Outside or Community:

A. Take all the children into a small room which will be overcrowded. After a few minutes ask them how they feel in this space. Also ask why.

B. Take the children to a large room, a dining hall, gymnasium, church, etc. After a while ask how this space makes them feel and why.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Curriculum for Elementary Physical Education, Mel Nicks, Diocesan Department of Education, Green Bay, WI **Audio–Visual:** **Community:**	CLASSROOM (Continued) 5. Those wearing yellow. 6. Those wearing brown. 7. Startle them by asking everyone to join the circle of taggers. Then ask them to go ahead and play the game again. Is it possible? Why not? 8. Continue discussion after this fashion: a. How did you feel when the largest group was inside the circle? b. How did you feel when the smallest group was inside the circle? c. How did you feel as more and more people had to join the circle formation? Did you have more space for moving at the beginning of a new game or near the end when nearly everyone was tagged out?

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Environmental:

CONCEPT NO. 4 - Water

ORIENTATION Pure Water

Integrated with:

SUBJECT Physical Education

TOPIC/UNIT Games, Pollution (2-3)

BEHAVIORAL OBJECTIVES

Cognitive:
Playing first phase of activity, they will be able to add additional polluters.

Affective:
Awareness of different items that may pollute a stream and appreciation of a clean stream.

Skills Used:

1. Running.
2. Fairness in play.
3. Tagging.
4. Dodging.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Uncle Sam Game.
   1. Divide the play area by two goals. Children are divided into polluters. One child is selected as selected as Uncle Sam. He stands in the middle. Children call "Uncle Sam, Uncle Sam, may we cross your polluted dam?" Uncle Sam replies, "Yes, you may if you are a coke bottle". They get a free run across. Those not mentioned remain on the line until Uncle Sam calls "go". They must cross the opposite end without being caught. If caught, he goes to the sideline; after 3 turns, Uncle Sam chooses someone who is not caught to take his place. (Boys pick girls and reverse.)

(Continued)

Outside or Community:

A. Possible correlation with classroom teacher's scheduled visit to a polluted stream.
B. Collect three samples of water. Check with microscope for the impurities of each sample.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) When new "it" is chosen, all those caught return to game. 2. After children have played the game they may be able to choose more names of polluters and may wish to wear a label of a common polluter. 3. Suggested list of polluters: paper, cans, cars, trucks, planes, factories, homes, garbage, rubbish.
Audio–Visual: Your Friend the Water - Clean and Dirty, BAVI, #3174 (excellent--can be used if there is a limited time for activities. Good carryover for class discussion.) Water, Water Everywhere, BAVI	
Community:	

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Environmental: **Integrated with:**

CONCEPT NO. 6 - Resources **SUBJECT** Physical Education, Science

ORIENTATION Resource Distribution **TOPIC/UNIT** Games, Values of Forests (2-3)

BEHAVIORAL OBJECTIVES

Cognitive:

Relating of three effects of our vanishing forests.

Affective:

Showing of concern about the loss of forests as a natural resource.

Skills Used:

1. Running.
2. Tagging.
3. Dodging.
4. Fair play.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Motivation.
   1. Discussion about pictures of forest fires. Let them focus their discussion on the plight of the animal in the vanishing forests. The discussion could also talk about other effects on our forest; as a needed resource for wood products, farm land, expansion of cities, expansion of leisure time facilities, etc.

B. Game illustrates the plight of the animal searching for a home. Squirrels and Trees.
   1. Players in groups of three with hands clasped together, forming a tree. One squirrel is placed in each tree. One odd squirrel is without a tree.
   2. The "it" person is the fox and chases the squirrel. The

(Continued)

Outside or Community:

A. Have a forest ranger speak to the class.

B. Collect pictures showing a contrast between a beautiful forest and one burned down.

C. Effect on:
   1. Trees.
   2. Animals.
   3. Etc.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Smokey the Bear Storybook, ICE RMC, 170 Ho **Audio-Visual:** Film: Our Natural Resources, BAVI #4635, Dowling Pictures of home, forest fires **Community:** Library	CLASSROOM (Continued) squirrel reaches safety when he takes a tree and the other squirrel must run. If he is caught, he changes roles with the fox and becomes the catcher. 3. When a new squirrel enters a tree, rotate with a part of the tree; therefore, letting everyone have a chance to run.

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Environmental: Integrated with:

CONCEPT NO. 7 - Land Use SUBJECT Physical Education

ORIENTATION Overpopulation TOPIC/UNIT Games (2-3)

BEHAVIORAL OBJECTIVES

Cognitive:

Identification of two effects of overpopulation on our environment.

Affective:

Become conscious of the human overpopulation's effect on the wildlife.

Skills Used:

1. Dodging.
2. Tagging.
3. Running.
4. Agility - quick reaction skill.
5. Singing.
6. Throwing.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. "A Hunting We Will Go". Children line up single file. First in line will become the hunter. Everyone behind become deer. Sing "A Hunting We Will Go, A Hunting We Will Go, Heigh-o! the Dairy-o!, A Hunting We Will Go!" The line disperses when hunter yells "bang". Hunter tags deer and they play dead.
Variations:
1. More hunters.
2. Less hunting space. Discuss how wildlife is affected when an area is overpopulated.
   a. Wildlife area restricted.
   b. Too many hunters.
   c. Too few animals.

Optional Activity:

B. Bombardment.
1. Assign wildlife names to children. Several children are the hunters with balls. Hunters are

(Continued)

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) restricted to 10', 15', 20', depending on throwing skills of your children. Balls should be limited below the waist. Variations: More hunters, less animals, less space, greater space.
Audio–Visual:	
Community: DNR	

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Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Physical Education

ORIENTATION Man Affects Nature

TOPIC/UNIT Singing Games (2-3)

BEHAVIORAL OBJECTIVES

Cognitive:

Singing and rhythmic dramatization expresses joy toward beauty of nature alternately with expressions of disgust at man's carelessness and abuse of it.

Affective:

Cleaning up litter will hopefully help students to avoid littering in the future and change attitudes.

Skills Used:

1. Basic steps and rhythmic movements to be used in creative dance and group dancing.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Class activity.
   1. Direct the children to form a circle and join hands for a special game.
   2. Teach them the chorus of the song Rig-A-Jig to the tune of Buffalo Gals.
   3. Have the children skip around in a circle while you sing the words: A rig-a-jig, jig, and away we go, away we go, away we go, A rig-a-jig and away we go, hi ho, hi ho, hi ho.
   4. Ask the children to show by their actions, how they feel about each thing you sing about.
   5. Teacher sings the verses while the children dramatize. Verses on back.

(Continued)

Outside or Community:

A. Have a paper pickup party" on the school grounds. The children could decorate large paper bags with signs like:
"Let's Keep Our Yard Clean"
"Down With Litterbugs"
It may be good to do it at recess when other children are around to see the demonstration so a few may get the message.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Curriculum for Elementary Physical Education, Mel Nicks, Diocesan Dept. of Education, Green Bay, Wis., 1965 **Audio-Visual:** **Community:**	CLASSROOM (Continued) B. Alternate class activity. Verses for song, "Rig-A-Jig". 1. As I went walking down the street, down the street, down the street, A beautiful flower I did see - hi-ho, hi-ho, hi-ho. 2. As I went walking down the street, An ugly old tin can I did see - hi-ho, hi-ho, hi-ho. 3. As I went walking down the street, A pretty green fir tree I did see - hi-ho, hi-ho, hi-ho. 4. As I went walking down the street, An ugly old tree stump I did see - hi-ho, hi-ho, hi-ho. 5. As I went walking down the street, Some clean sparkling water I did see - hi-ho, hi-ho, hi-ho. 6. As I went walking down the street, A polluted river I did see - hi-ho, hi-ho, hi-ho.

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Environmental:

CONCEPT NO. 3 - Carrying Capacity

ORIENTATION Balance of Nature

Integrated with:

SUBJECT Physical Education, Science

TOPIC/UNIT Animal Chase (3)

BEHAVIORAL OBJECTIVES

Cognitive:
Participation in activities, pupils will give orally examples of effects of wildlife imbalance and man's effect on environment.

Affective:
Awareness of man's influence on the balance of nature.

Skills Used:
1. Locomotor skills.
2. Running.
3. Tagging.
4. Dodging.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

I. Physical Education
   A. The formation: Two lines 20', 40' or 50' apart. Players on one line, chaser in the center.
      1. Players are named for different animals: rabbit, fox, bear, tiger, moose.
      2. Chaser calls names of any animal he chooses Ex.-"deer!" All players who are deer run to opposite end of gym or playground. Chaser tries to tag them. Any player caught takes the part of chaser. The original chaser becomes another animal, thus having eliminated one or more of a certain species. The new chaser or chasers then all

(Continued)

Outside or Community:

I. Physical Education
   A. Speaker from forest department on balance of nature.
   B. Field trip.
      1. Park.
      2. Wildlife sanctuary.
      3. Farm.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Audio–Visual:

Film:
Animal Predators and the Balance of Nature, BAVI

Kit:
EQ Index, National Wildlife Federation, ICE RMC, KT 9

Community:

Wildlife sanctuary
Game refuge

CLASSROOM (Continued)

call on another group of animals.

II. Science
- A. Modify game by creating an imbalance in numbers and discuss effects.
- B. Discuss:
  1. DDT effect on shell quality.
  2. Poisoning of coyotes, etc.
  3. Mercury in pheasants, game birds, tuna, etc.
  4. What is being done?
  5. Half-million acres set aside as refuges, reservoirs and flood control projects.
  6. How has our environment been affected by sprays and other contaminants?
  7. What has the U. S. government done to help in control of contaminants?

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Environmental:

Integrated with:

CONCEPT NO. 11 - Individual Acts

SUBJECT Physical Education

ORIENTATION Environmental Problems

TOPIC/UNIT Rope Jumping (3-4)

BEHAVIORAL OBJECTIVES

Cognitive:

Determining of environmental activities by recitation of two or more ditties while they are jumping rope.

Affective:

Enthusiasm and enjoyment for the environment will be shown by students.

Skills Used:

1. Jumping.
2. Agility.
3. Balance.
4. Coordination.
5. Perception.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Rope Jumping.
   1. Individual jumps.
   2. Double rope.
   3. Snakes--one long rope wiggled horizontally.
   4. Under the bridge--running under it.
   5. Cut the bread--raise straight up and down.
   6. Cradles--back and forth, not over.
   7. Waves--one end held high to make ripple and jump over (ripple--vertical).
   8. Peppers--means jumping at double speed

Ditties

Jump rope or marching:

Song: Marching to Pretoria.

I'm with you & you're with me
And so we are all together
So we are all together...

I'm with you and you're with me
And so we are all together
As we march along.

(Continued)

Outside or Community.

A. Visit a junior or senior high gymnastic class.
B. Gymnastics event or practice period of junior or senior high, showing physical fitness.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Audio–Visual:

Ecology Folk Songs, Grades 4 - H.S., Album K 9000, record, guide (cassette, $6.95)
Honor Your Partner Albums, Rope Skipping, Ball Bouncing, Vocational Activities, Inc. Freeport, New York

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Community:

CLASSROOM (Continued)

We are marching for Ecology, Ecology, Ecology,
We are marching for Ecology, Ecology, Hurrah!
- - - - -
P-O-L-L-U-T-I-O-N
Pollution is a dirty word
But it's not hard to spell;
Just practice with the syllables
Until you know it well
Pol - lu - and then t i o n.
Pollution, pollution -
Let's spell it once again.
P - O - L - L - U - T - I - O - N
- - - - -
E-C-O-L-O-G-Y
E - C - O - L - O - G - Y
You can spell it if you try.
You can understand it, too,
And then you'll make it work for you.

It isn't luck, it isn't fate -
It's just that all things must relate.
Weather, wildlife, water, woods -
When they balance, life is good.
- - - - -
I see paper, I see trash,
I see someone's foolishness.
- - - - -
Fire, fire, fire alarm
A spark fell into a farmer's yard,
How many animals did it harm?
- - - - -
Papers, bottles, tires and cans
Tell me pollution is caused by man
Fight, fight, fight, fight, pollution.

(Continued)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Audio–Visual: Community:	CLASSROOM (Continued) Campfire, campfire, burn so bright Campfire, campfire, give us light Campfire, campfire, what a beautiful night. Holy smoke! The campfire got away tonight How many trees did it burn down? B. Individual rope skills. 1. Turn rope forward. a. Jump on toes of both feet. b. Jump on right foot. c. Jump on left foot. d. Jump first on right foot, then on left. e. Progress forward in a run. f. Progress forward in a skip. g. On the odd count, ordinary jump; on the even count, cross hands in front of body making a loop through which the child jumps. h. Hold one leg high, knee straight, toes pointed, jump on other foot. i. Throw raised leg forward on one jump and backward on the next. j. Jump with feet spread sideward. k. Jump with feet spread sideward and backward. l. Rocker, leap forward on one foot, leap backward onto other foot. m. Double jump forward--two jumps to each turn of the rope. n. Jump and land with the feet crossed, alternating the position of feet on each jump. o. Click heels together while in air. p. Turn rope twice while in air. q. Move sideward right or left on each jump. 2. Turn rope backward doing the above. 3. Click handles of rope together or clap hands each time rope is jumped. 4. Cradling - swing the rope forward under the feet. (Continued)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) 5. Grasp both ends of rope in one hand, assume deep knee-bend position, and swing rope in a circular path near ground or floor and jump the rope. a. Jump with both feet. b. Jump with right or left foot. c. Jump alternating hands, or direction. 6. To change direction of rope or to permit jumper to make a different type of jump, use the slip--student swings rope to one side maintaining same jumping rhythm. C. Individual rope - partners jumping. 1. No. 1 turns rope forward, No. 2 runs in, faces his partner and both jump. 2. Same as one but done backwards. 3. No. 1 turns rope forward, No. 2 runs in, turns his back to partner. 4. No. 1 turns rope forward, No. 2 runs in behind partner. 5. Partners stand side by side, inside hands joined, outside hands turning the ropes. 6. No. 1 turns rope forward, No. 2 runs in, faces No. 1 and executes quarter, half and full turns on each jump.
Audio-Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 10 - Economic Planning

SUBJECT Physical Education, Art

ORIENTATION Poor Posture

TOPIC/UNIT Posture, Safety (Art) (4-5)

BEHAVIORAL OBJECTIVES

Cognitive:

Differentiate between the terms, short-term gains and long-term gains. Will be very effective as to what happens due to oversight in caring for our environment.

Affective:

Awareness will be shown through consequences resulting from poor posture habits.

Skills Used:

1. Posture correctness.
2. Stooping, bending and body balance.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Physical Education
   A. Motivation.
      1. Offer a child a bag of candy.
      2. Class discussion of short-term vs. long-term gains.
         a. What if a child eats the whole bag in one sitting?
         b. What alternatives are there besides eating the whole bag at once?
   B. Posture pictures should be posted. Give demonstrations of short-term gains resulting in poor posture. Ex.-lifting, bending vs. stooping, carrying groceries, one large sack vs. two small sacks. Sitting at desk, slouched vs. good posture.
   C. Tie in environmental loss resulting from short-term gains.

(Continued)

Outside or Community:

I. Art
   A. Art project illustrating safety in caring for campfires and carelessness of tourists.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Good and poor posture pictures from magazines **Audio–Visual:** Postural Improvement Activities for All Ages, Vocational Activities, Inc., Freeport, New York **Community:**	CLASSROOM (Continued) 1. Campfires and cigarettes (forest fires). 2. Economic gains of industry (pollution of air and water). 3. Lack of crop rotation (depleted soil). 4. Economic gains in wood industry (disappearing forests). D. Exercises: 1. Sitting back to back with a partner, by pushing against each other, stand up. (called Chinese get up). 2. Standing against the wall with heels, buttocks, shoulders and head, only the fingers of the hand should fit between the lower back and wall. 3. Shoulders should be back and down with the stomach pulled in with the limitations discussed in No. 2. E. Health. 1. Effect of being healthy. a. Proper diet. b. Emotions.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 - Stewardship

SUBJECT Physical Education

ORIENTATION Respecting Property Rights

TOPIC/UNIT Volleyball and Leadup Games (4-5)

BEHAVIORAL OBJECTIVES

Cognitive:

Completing leadup games and discussion, children will be able to list reasons why they should respect other people's property.

Affective:

Respecting the property and rights of other people.

Skills Used:

1. Catching and throwing.
2. Playing a position.
3. Volleying.
4. Cooperation.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Leadup volleyball (4th grade)
   1. With a volleyball court setup, the students should be assigned to a space.
   2. Once a space is assigned the students will play catch over the net without dropping the ball.
   3. After success in #2, have children pass the ball three times on a side with the last pass being to the line nearest the net.

5th grade

B. Same as above only use a volley (fingertips) instead of pass.

6th grade

C. Play the game of volleyball stressing playing their own space.

Note: Level of play depends on skill level of student.

D. Activities.
   1. Newcomb.
   2. Poison Apple.

(Continued)

Outside or Community:

A. Have a park manager relate the expense involved in repairing defaced facilities. State also why people should respect areas designated for swimming, picnicking and camping.

B. Have janitor talk to class pointing out the expense of repairing damage done during the year.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Environmental Education Concepts and Teaching Materials, Cook, Grades 4-6 Interaction of Man and the Biosphere, Rand McNally & Co., Chicago, Illinois Dynamic Physical Education for Elementary School Children, Victor P. Dauer **Audio-Visual:** **Community:**	CLASSROOM (Continued) E. Discussion, student-centered, teacher-directed. 1. Why must we play in our own space? 2. What would happen if we went all over the court? 3. Can we say that this space is a private piece of land? 4. What about private property--should we trespass? 5. What about other people's property--should we mark on it or destroy it? 6. When we go to a park, how should we leave it?

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Physical Education

ORIENTATION Energy Sources

TOPIC/UNIT Tumbling (4-5)

BEHAVIORAL OBJECTIVES

Cognitive:
Seeing the indirect dependence on the sun by listing a food chain, effects will be recognized by creating a class situation.

Affective:
Recognition of dependency of all living things on the sun's energy (indirect and direct cause and effect relationships).

Skills Used:
1. Strength, agility, coordination.
2. Cooperation.
3. Kinesthetic sense.

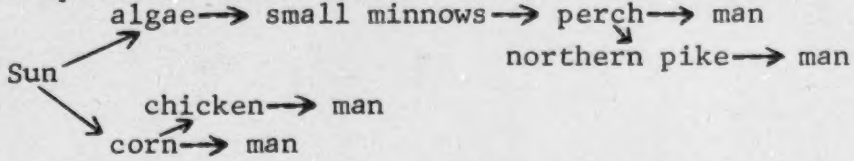
STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Note: Following activities are illustrated in Curriculum Manual for Elementary Physical Education, Mel Nicks, Diocesan Dept. of Ed., Green Bay, WI, 1965.
   1. Mat stunts (individual).
      a. Stump walk.
      b. Log roll.
      c. Coffee grinder.
   2. Mat stunts (dual).
      a. Wheelbarrow.
      b. Double walk.
      c. Churn the butter.
   3. Tumbling.
      a. Backward roll.
      b. Forward roll.
      c. One-legged feather roll.
      d. One arm roll.
      e. Skin the snake.
   4. Discussion to make the children aware of the food chain they are part of and dependent on.

(Continued)

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Curriculum Manual for Elementary Physical Education, Mel Nicks, Diocesan Dept. of Education, Green Bay, WI, 1965 **Audio-Visual:** **Community:**	CLASSROOM (Continued) a. Example: simple food chain. Sun → rice → Chinese Sun → corn → man b. Complex:  1) Have students choose a link of a food chain performing Skin The Snake, sun beginning, etc. 5. Pyramid building. a. Have children build pyramids, with three people, representing the simplest chain. b. With four people representing the next chain. c. Continue to the most complex chain of six people.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: Integrated with:

CONCEPT NO. 8 - Values and Attitudes SUBJECT Physical Education

ORIENTATION Cultural Influences TOPIC/UNIT Dance (5)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Performing dances of other countries to depict culture.	A. Seven jumps (Danish). This is a Danish group or couple dance. Any number of people may participate in the dance/game. Notice that the sustained notes are of varying duration to cause teasing suspense, since dancers must hold position for the duration of the note. Opening formation: Single circle, all hands joined. Left foot free. Chorus: The chorus consists of 8 step hops to the left, 3 stamps to turn around and then repeat to the right. Step hop by stepping, then hopping on one foot as the opposite leg swings forward. Dance: 1. Right foot--on sustained note, place hands on hips and raise right knee. Do not lower knee until the second note and stand (Continued)	A. Have a local dance group come in to give a demonstration. B. Have students look for other hints of cultural influence. Example: names, types of food served, etc.
Affective: Awareness of influences of other cultures and our society.		
Skills Used: 1. Step hopping. 2. Listening for rhythm cues. 3. Elbow swing. 4. Do-si-do. 5. Sashay. 6. Cast off.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

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Publications:

Audio-Visual:

Seven Jumps, RCA Victor, 45-6178

Folk Dances for Fun, LPM 1624

Community:

CLASSROOM (Continued)

motionless throughout the third note.

Repeat Chorus: 2. Left foot--repeat 1, adding identical figure with left knee.

Repeat Chorus: 3. Right knee--repeat 1 and 2, then kneel on right knee.

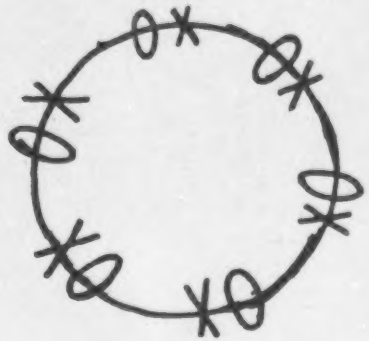
Repeat Chorus: 4. Left knee--repeat 1, 2 and 3 and kneel on left knee.

Repeat Chorus: 5. Right elbow--repeat 1, 2, 3 and 4, then kneel and place right elbow on floor.

Repeat Chorus: 6. Left elbow--repeat 1, 2, 3, 4 and 5, place left elbow on floor.

Repeat Chorus: 7. Head--repeat all previous figures, then place head on floor.

Finish dance with a final chorus. Jump up into the air and clap hands over the head on the final notes.



(Continued)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Audio–Visual:

Community:

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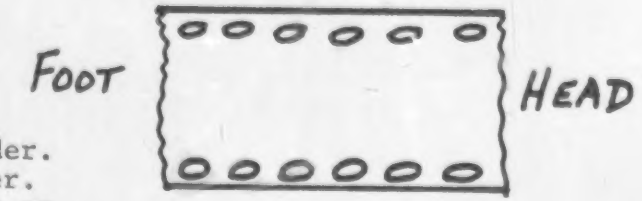
CLASSROOM (Continued)

B. Virginia Reel (American square dance).

Opening Formation: Two lines facing each other--4-6 couples, girls on one side, boys the other. Right foot free.



Dance: Prompter's cue.

1. Forward and back.
2. Right elbow round.
3. Left elbow round.
4. Both hands round.
5. Do-si-do right shoulder.
6. Do-si-do left shoulder.
7. First couple down you go.
8. And back.
9. Right elbow hook, all the way.
10. Left to next, keep moving down.
11. Head couples sashay back.
12. Cast off.
13. Make the arch.

Explanations:

1. Partners walk 3 steps toward each other, bow and curtsey and return. Forward and bow.
2. Partners walk toward each other, take right elbows, pass around and return. Right elbow swing.
3. Partners walk toward each other, take left elbows, pass around and return. Left elbow swing.
4. Partners walk toward each other, take both hands, pass around and return. Both hands circle.
5. Partners walk toward each other, passing right shoulders and return. Do-si-do right shoulder.
6. Partners walk toward each other, passing left shoulders and return. Do-si-do left shoulder.
7. First couple join hands and slide down to foot of lines.
8. First couple return to head of lines. Sashay down and back.

(Continued)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) 9. First couple right elbow hook once around, ladies facing gents; gents, the ladies. Swing your partner and reel the set. 10. Lady links left arm with next gent while gent links left with next lady and swing, then back together with right arms and then to next lady and gent. Do this all the way down the line. 11. First couple slides to the head of the line. 12. Lady turns to right and walks on outside of line with rest of ladies following. Gent turns to left and walks on outside with rest of gents following. Cast off. 13. First couple makes an arch at the foot of set through which the other couples pass moving back into two-line formation. Repeat the entire procedure. ** Present only if class situation accepts.
Audio–Visual:	
Community:	

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7 - Land Use

SUBJECT Physical Education

ORIENTATION Leisure Time

TOPIC/UNIT Cycling (5-6)

BEHAVIORAL OBJECTIVES

Cognitive:
Cycling will provide the aesthetic, physical and environmental influences.

Affective:
Promotion of others to make a greater use of cycling.

Skills Used:
1. Leg locomotion skills.
2. Balance.
3. Leverage.
4. Rotary motion.
5. Endurance.
6. Agility.
7. Safety.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Aesthetic experience.
   1. Arrange a bike trip with several adults and the class. (Stress rules of bike riding.)

B. School location.
   1. Set up bike races in track course or talk to city officials to block off several blocks near school for bike activities.
   2. Long-distance racing.
   3. Obstacle course.
   4. Relay--baton passing while cycling.
   5. Playground obstacle course.
      a. Use of cones or other obstacles (wastepaper baskets, etc.)

Outside or Community:

A. City recreation director may explain what the city has for cyclers.

B. Policeman could speak to group concerning cycling rules and safety.

C. Bicycle safety film - local police department.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 11 - Individual Acts **SUBJECT** Physical Education

ORIENTATION Positive and Negative Acts **TOPIC/UNIT** Muscle Development (5-6)

BEHAVIORAL OBJECTIVES

Cognitive:
Predicting outcomes of environments as results from positive and negative acts that have been compounded by individuals.

Affective:
Being more aware, by students, of their acts on their environments.

Skills Used:
1. Pulling.
2. Muscle development, flexing and extension of arms.
3. Balance bending, knees and back straight.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Motivation.
   1. Water down small corner of lawn. First one walks across then large group walks across; compare results.
   2. Use old white sheet. First one walks across; compare large group's footprints. Good location would be in front of door at outside entrance.
   3. Large wads of paper--one dropped in a specific location, compare with everyone dropping paper.

B. Discussion of the above motivation. When individual acts of destruction or misuse are compounded, a definite effect takes place.

C. Tie in game of tug-of-war.
   1. Put 4 strong, heavy boys on one side, sitting. They represent a constant,

(Continued)

Outside or Community:

A. Students keep a weekly log of local incidents, neighborhood examples; building developments, etc. will illustrate the concept of "individual acts". Report to the class. Trade ideas and list on chart for visual impact.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) controlled group. 2. Put one child on the other end. One by one add the children, testing results. Help them compare results to the motivation activities. 3. Discussion using film, Garbage, if available. Discuss positive effects of positive actions. Examples: Earth Day activities, recycling efforts, school cleanup activities, local community efforts.
Audio–Visual: Films: The Gifts, ICE RMC, Film #280 Garbage, ICE RMC, Film #260	
Community: Contact local Chamber of Commerce about community clean-up efforts.	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 2 - Ecosystem

SUBJECT Physical Education

ORIENTATION Interaction

TOPIC/UNIT Team Sports (5-6)

BEHAVIORAL OBJECTIVES

Cognitive:
Verbal explanation by student explains the cause-effect of interdependence of an ecosystem.

Affective:
Increasing awareness of interaction and interdependence in environment around people will be evident.

Skills Used:
1. Skill related to the specific game.
2. Observation (knowledge).
3. Application.
4. Analysis.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Organize a game.
   1. Have the students play a game in which there are two teams.
   2. Score should be kept.

B. Discussion.
   1. Why did one team win and one team lose? (Better team) Comment: Work together more. Introduce--ecosystem.
   2. Assuming class understands the interaction of players in the game, name other types of ecosystems. How are the organisms dependent on each other?
      a. School, classroom, home, family, community are examples.

Note: Make sure the students relate ecosystem to nature.

(Continued)

Outside or Community.

A. Classroom correlation activities.
   1. Speaker: Discuss teamwork, possibly of a former athlete.

B. Make a collage of an ecosystem. Each student should choose one of a variety of ecosystems.

C. Go to the park and find an ecosystem and write a paragraph on dependence within it.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Elementary Physical Education Course of Study, Green Bay Public Schools **Audio-Visual:** **Community:**	CLASSROOM (Continued) C. Suggested games of two teams. 1. Dodgeball. 2. Kickball. (Variation in using football.) 3. Softball. 4. Basketball. 5. Soccer (hand or foot). 6. Flag football.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 4 - Water

SUBJECT Physical Education

ORIENTATION Pure Water

TOPIC/UNIT Leisure Time (5-6)

BEHAVIORAL OBJECTIVES

Cognitive:

Discussing leisure time activities performed in water during the summer will depict how clean water and air would have hindered or helped the activities.

Affective:

More awareness will be shown due to the immense role of pure air and water in our environment.

Skills Used:

1. Discussion skills.
2. Self-expression.
3. Observe surroundings.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

Below is most appropriate after vacation or weekend.

A. Student-centered, teacher-directed discussion.
   1. What did you do this weekend or summer?
   2. How many took part in water activities? Take a tally.
   3. Was the water clean? How could you tell?
   4. Was the air clean? How could you tell?
   5. How can we help to keep it clean? List suggestions on the board.

B. Through the discussion, the children should themselves see the influence and value of pure air and water in our environment.

Outside or Community:

A. Ecologist may discuss the current outcomes and influences of fresh air and water.

B. Make a contrasting or comparative collage to show pure vs. polluted places and things.

C. While coming and going from school, note the condition of water and air.

D. Collect samples of water, such as drinking water, stream or pond water, etc. Using a microscope, report findings.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: The Story of Water Supply by Willing Water, Menasha Electric & Water Utilities, P. O. Box 340, Menasha, WI 54952 The Adventures of Walter Waterdrop, Environmental Protection Agency, Region III, 911 Walnut, Kansas City, Missouri 64106 **Audio-Visual:** Films: Air Pollution, BAVI, #0678 The Stream, ICE RMC, Film #320 **Community:** Local water department	

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 3 - Carrying Capacity

SUBJECT Physical Education

ORIENTATION Overcrowding

TOPIC/UNIT Games (6)

BEHAVIORAL OBJECTIVES

Cognitive:
Explaining effects of overcrowded conditions and how it applies to our environment.

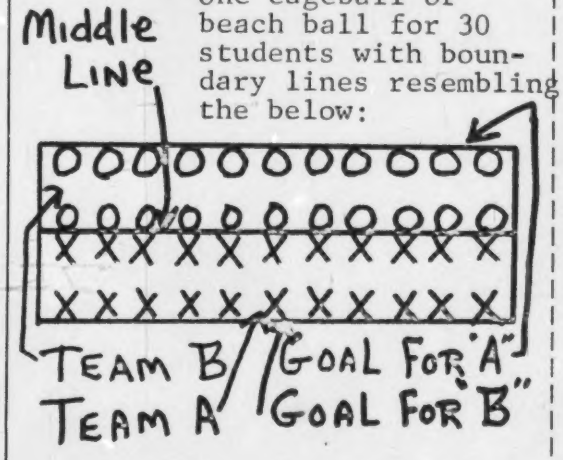
Affective:
Awareness of carrying capacity of different areas is noted by children.

Skills Used:
1. Manipulation of an object.
2. Eye-foot perceptual skills.
3. Strength in the arms.
4. Cooperation, teamwork.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Crab soccer.
   1. Equipment necessary: One cageball or beach ball for 30 students with boundary lines resembling the below:



   2. The team is split as above.
   3. The ball is placed between the two front lines.
   4. Players may move anywhere.
   5. The ball is kicked with the feet.
   6. A goal is scored when the ball goes over the goal--line opposite the team.

(Continued)

Outside or Community:

A. Explore a piece of land and write a short paragraph telling about the carrying capacity.
B. Speaker, conservationist.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	CLASSROOM (Continued) 7. When a goal is scored, the front and back lines change so children get an equal chance to play the ball. NOTE: A partially deflated 13" red playground ball can be used instead of cageball. B. Discussion: Student-centered, teacher-directed. Sample questions: 1. Were the conditions crowded? 2. What would happen if there were more students in this small area? 3. Can you apply this to a small plot of ground in nature? 4. What would happen if a great number of animals were placed on this lot, park, etc.? 5. Does every space have a limited carrying capacity? 6. Give some examples in your neighborhood, town or farm. C. Continue to allow children to explore this concept.
Audio–Visual:	
Community:	

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: Integrated with:

CONCEPT NO. 6 - Resources SUBJECT Physical Education

ORIENTATION National Parks TOPIC/UNIT Jogging (6)

BEHAVIORAL OBJECTIVES

Cognitive:
Showing on a map three locations of national parks will initiate interest of community.

Affective:
Participation of community projects show enthusiasm.

Skills Used:
1. Physical fitness through jogging.
2. Location of where the national parks are.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Prepared before class.
   1. Teacher will prepare tagboard cutouts of the national parks. Their size and shape will be as comparable as possible.
   2. These national park cutouts will be spread out in appropriate positions around the gym.
   3. Students will be told directions as to north, south, east, west and tagboard cutouts of parks placed in correct position.

B. On the opposite side of the tagboard, the teacher should have the name of the national park, ex.-Yellowstone, located in Wyoming, Montana, Idaho, size--2.2 million acres. Describe basic environment: rugged mountains, heavily forested, geysers and hot springs,

(Continued)

Outside or Community:

A. Contact an individual who has toured a foreign country to talk on natural resources of his trip; usually slides are available.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Location map and brief summary of national parks **Audio–Visual:** Movies about our national parks **Community:** Park ranger to speak Individuals show slides of national parks	CLASSROOM (Continued) high water falls, deep river canyons. Outstanding characteristics: first national park, largest national park, or one of the world's largest wildlife sanctuaries. C. Inclass. 1. Students will enter class prepared to jog. They will begin jogging around the gym. 2. The instructor will blow the whistle and yell out the name of a national park. Students will jog to that national park card. First, student will check and see if their selection was right. He may ask if any students in the class were at this particular national park. If yes, they will describe basically what they best remember. 3. Student may then ask: a. What state is park in? b. Environmental characteristics? c. Size? d. Tell outstanding characteristics. 4. Teacher may have students jog as many laps as he wants. When whistle blows, student learns about parks and catches breath.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Physical Education

ORIENTATION Playground Improvements

TOPIC/UNIT Play Areas (6)

BEHAVIORAL OBJECTIVES

Cognitive:

Listing and charting the ways a playground could be benefitted by rotating the play areas throughout the year and how this would help the environment.

Affective:

Charting a playground the students will realize how man can influence his environment.

Skills Used:

1. Walking.
2. Analysis.
3. Synthesis.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Discussion to find problem.
   1. What effect has play on the grassy areas?
   2. Can this be changed?
   3. How?
B. Problem exploration.
   1. What possible solution is there?
   2. Chart rotation possibility.
   3. Other.
C. Relate to class, findings on possible solutions.
D. Contact:
   1. Recreation Department.
   2. City engineer.
   3. Local neighborhood.
   4. DNR.

Outside or Community:

A. Talk to a landscape engineer to get additional ideas on possible land rotation.
B. Discuss what could be done with the maintenance engineer.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 10 - Economic Planning

SUBJECT Physical Education

ORIENTATION Health

TOPIC/UNIT Long-distance Running (6)

BEHAVIORAL OBJECTIVES

Cognitive:

Giving and defending one reason why they should pace themselves in distant running after participating in the activities.

Affective:

Application of moderation to other aspects of the environment and life.

Skills Used:

1. Breathing.
2. Proper posture used when running.
3. Pacing one's self.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Introduction by teacher.
   1. Long-distance running.
      a. Safety.
      b. Positive effects.
      c. Fundamentals.

   Note: Impress upon the students the importance of pacing themselves and contrast it with short-term gains or "burning one's self out" - long-term loss.

B. Mile run.
   1. Proper warmup.
   2. Run 4 laps (110 yards each).
   3. 5-minute rest.
   4. Discussion.

      Note: Include short-term gain vs. long-term loss (as compared to the environment).

C. Watch Olympics and study participants ability to:
   1. Pace themselves.
   2. Proper usage of body mechanics.

Outside or Community:

A. Have the head track coach speak on long-distance running.

B. Have someone from the track club talk on jogging and health.

C. "Over 40" jogging club member can speak to class.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Dynamic Physical Education for Elementary School Children, Victor P. Dauer **Audio–Visual:** TV programs (scheduled) on Olympics. **Community:** Athletic director. Phy. Ed. instructor of senior high school.	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 - Stewardship

SUBJECT Physical Education

ORIENTATION Respecting property rights

TOPIC/UNIT Volleyball and Leadup Games (6)

BEHAVIORAL OBJECTIVES

Cognitive:

Completion of leadup games and regulation games, pupils will discuss and list reasons why they should respect other people's property.

Affective:

Showing respect for other people and their property would be shown by the participating students.

Skills Used:

1. Catching and throwing.
2. Playing a position.
3. Volleying.
4. Cooperation.
5. Serving.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Volleyball.
   1. Assign each player to a space. Stress playing on position.

   Note: Level of play depends on skill level of students.

B. Discussion, student-centered, teacher-directed.
   1. Why must we play our own space?
   2. What would happen if we went all over the court?
   3. Can we say that this space is a private piece of land?
   4. What about private property--should we trespass?
   5. What about other people's property--should we mark on it or destroy it?
   6. When we go to a park, how should we leave it?

Outside or Community:

A. Have a park manager relate the expense involved in repairing defaced facilities. State also why people should respect areas designated for swimming, picnicking and camping.

B. Have janitor talk to class pointing out the expense of repairing damage done during the year.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual:	
Community:	